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# The Normal Offering, Vol. 10, No. 4, Dec. 1891

Bridgewater State Normal School

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DECEMBER, 1891.



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# NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.



## THE NORMAL OFFERING.

# THE BRIDGE TEACHERS' AGENCY.

If you are receiving a smaller salary than some of your friends who you think are doing no better work than you are, or if you are inexperienced but have had good training, we can probably help you. We are now in need of several Normal teachers for fall vacancies.

### Opinions of some teachers whom we have aided:

PRESTON SMITH, Sub-master High School, Leominster, Mass. I am glad to acknowledge the service that the Bridge Teachers' Agency has rendered me in securing several desirable positions. I have found it honorable and reliable in its dealings and am perfectly satisfied with what it has done for me.

C. L. JACKSON, Principal English High School, Lynn, Mass. Three principals near Boston, commanding \$2000 or over, have said to me within a year, "The Bridge Teachers' Agency is the squarest in Boston." I consider it the best. None of your candidates are forgotten. Whether at the top or at the bottom of the ladder, the school and the teacher with a mutual fitness for each other, are brought in contact.

A. O. BURKE, Prin. High School, Norwell, Mass. The Bridge Teachers' Agency is a thoroughly reliable, efficient and of undoubted value to teachers. I believe that those who desire the services of such a medium will find the efforts of the Bridge Agency entirely satisfactory.

FRANCIS HAZELTINE, Prin. Commercial Street Grammar School, Adams, Mass. Teachers who do not make education their study and instruction their calling and who have not the energy to rule their school or maintain a standing in the ranks, will not find an Agency the sure road to prosperity. But many real teachers, in rising to the position nature and training have fitted them to hold, find the Agency of great value. Its managers have every opportunity to become experts in estimating the ability of their candidates and every incentive to give the right teacher to the right school. The Bridge Teachers' Agency has been of much service to me as a teacher. I have found it very prompt in getting word of vacancies and generally wise in its selections of teachers. I know that its managers do not throw off all responsibility when

their commission has been received, but still follow their candidate with their interest and advice that he may be thoroughly successful in his new position.

A. J. CURTIS, Supt. Schools, Uxbridge, Mass. I can with pleasure speak a good word for your Agency and recommend it to superintendents and teachers for I know some of the excellent work it has done, as I have made use of it with the most satisfactory results. I consider your Agency the best medium through which to secure competent teachers, and for teachers and superintendents to obtain desirable positions.

C. S. ALEXANDER, Prin. Day St. Grammar School, Fitchburg, Mass. The Bridge Teachers' Agency has been of real aid to me and I feel perfectly satisfied with what it has done.

E. W. NEWTON, Prin. High School, Newmarket, N. H. I wish to thank you for the prompt and effective manner in which you have served me. I admire the energetic way you have of doing business.

A. M. FREEMAN, Prof. Sciences, Tabor Academy, Marion, Mass. I want to speak a good word for your agency for I feel that you have been of great service to me since my connection with your firm. You did a grand thing for me when you sent me down here.

H. W. RICE, Prin. Lewis High School, Southington, Conn. My opinion of the Bridge Teachers' Agency could not fail to be favorable, from the simple fact that it helped me to a good position. I think its methods of work differ from those of other agencies, in that it does not merely direct the teacher where to make application: it works for him, and that, too, promptly.

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fine Chocolates, and many other good things.

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# Normal Offering.

Vol. X.

State Normal School, Bridgewater, Mass., December, 1891.

No. 4.

## The Normal Offering.

Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School

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The OFFERING is strictly a school paper, and all members of the school  
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-  
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING" Normal Hall,  
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The Editors reserve the privilege of rejecting any articles which are not  
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

**T**HIS GAIN the Christmas season has come to us,  
bringing its message of peace and good will.  
We well remember the time when we wrote letters  
to Santa Claus, telling him our desires; when we  
used to sit watching the fire in the open grate,  
wishing it would show signs of going out before  
we were sent to bed, and wondering how the  
little man could ever get through the stove when  
there was no open fireplace.

How it has all changed since then. Then  
Christmas meant a good time, with plenty of good  
things to eat and numerous presents. It was a  
time for receiving. As we grew older and our  
friend Santa Claus became a myth, we learned  
that we were all to act his part and give.

In following the spirit of him in whose honor  
we observe this festival, we will not distribute our  
gifts to those from whom we may expect returns,  
but to those to whom the gifts will carry the  
greatest blessing.

The teacher has abundant opportunity for the  
exercise of the Christmas spirit, not only giving  
gifts, but also by his own good will making the  
lives of his pupils in some measure happier.

**I**N school work the matter of giving and receiv-  
ing directions is of great importance. A habit  
of inattention is very prevalent. A lesson is as-  
signed, and many of the class straightway pro-  
ceed to forget what it is. Then when they want  
to prepare the lesson they must go to some one  
for information. The request "Please repeat the  
question" is very often heard when the question  
was given definitely the first time, showing a state  
of inattention on the part of the pupil. In this  
way much inconvenience is caused to both teacher  
and pupil.

But while it is true that the effect of directions  
depends largely upon the degree of attention  
given in receiving them, it depends also upon the  
manner of giving them. As teachers or prospec-  
tive teachers we need to notice this point, for it  
refers not only to class work, but also to general  
directions on conduct, and to administering re-  
proof.

If the directions are given with an element of  
indefiniteness, the mind is confused and so does  
not retain them. When very wordy directions are  
given, in which the ideas are iterated and reiter-  
ated, the substance of them seems to be weak-  
ened by being spread out over too much surface,  
or by being too much diluted; and by their con-  
stant repetition produce either indifference or op-  
position. Thus the teacher in this matter helps  
the pupil in forming good habits or the opposite.

The lesson to be learned is evident. Let your  
directions be as few as possible, concisely and  
definitely expressed. Let the pupils understand



that you mean just what you say and that they are expected to hear the first time. Thus will a habit of attention be formed, and your teaching acquire an added value.

IT is a matter of great importance to us that we cultivate the power of expressing our ideas clearly and forcibly. Our ability to state our views on any subject under consideration will in a great measure determine our influence on others, and our own position in the world. Of course the first requisite is the possession of ideas. The "gift of gab," as it is called, is not worthy of consideration. A man who talks a great deal without saying anything in particular has been likened to "a man hammering very hard to open an empty barrel; and after all his labor there is nothing in it." What is needed is a command of language, rather than a superfluity of words. But if a man has ideas, how important it is that he should be able to express them; otherwise he is much crippled in his power for doing good, and does not pass for what he is really worth. He finds himself surpassed by men of far less brain power, simply because they are able to express all they know effectively. To make the most of ourselves we must cultivate not only the power to think well, but also the power to express our thoughts in the best way.

THIS year marks a change in the school Christmas. Instead of remaining here for the day, the pupils are given an opportunity for being at home by the division of the recess. The OFFERING extends to all its readers its best wishes for a Merry Christmas.

#### HISTORICAL DISCUSSIONS IN THE SOUTH.

BY MARY H. LEONARD.

##### PART II.

ONE of the curious phases of the discussion is the attempt to provide a new name for the conflict which closed more than a quarter of a century ago. The name "Rebellion" is of course intolerable. Alex. H. Stephens called it the "War of the States" but this name has never gained currency. The usual name is "The Civil

War" or simply "The War." The name "Civil War" is objected to by many as contradicting the assumption that the States themselves held sovereign rights. It is claimed by Southern writers that the chief powers of sovereignty were never relegated to the National government until after the overthrow of the Confederacy and the adoption of the later Constitutional amendments. The proposal has come from several official sources to adopt the name "States' Rights War" for the new Southern histories. This name has been objected to on the ground that it is uneuphonious and also inapplicable, in that the States had assumed their rights and were then fighting for independence. The *Charleston News and Courier* proposed the name "The War for Southern Independence," but the length of this would probably prevent its general adoption. A suggestion has been made by a Northern writer and quoted in Southern papers, that the name should be "War of Secession." It is claimed that this is strictly unpartisan, since it neither affirms nor denies the right. But it is not easy to change the names of either events or persons after they have been fixed by many years of usage.

That foolish and narrow-minded things have been said in these historical discussions, cannot be denied. An editorial of a leading paper says, "Let us write a history and use it in our schools to the exclusion of all others." A school journal urges, "Above all else let us teach the history of our own homes and ancestors. It is a fact, and a deplorable fact, that the history from which we learn of Calhoun and McDuffie is as much the history of Webster and Clay,"—forgetting that Calhoun belonged even more to the nation than to his native state, and that history could never truly represent him except side by side with Clay and Webster.

But there are many right elements in the feeling manifested, and the discussions will do good. There is much historical material in the South that deserves a more permanent and readable form and a wider dissemination. The true and final history of the War has not yet been written. Most of the countless books on the subject from both Northern and Southern sources contain expressions and opinions that will die and ought to die.



We need in all our schoolrooms books that shall present both sides of this great struggle. The controversy between Protestants and Catholics over the text-books in history used in the Boston High School was settled in the only way that it could have been settled,—by deciding that all histories might have a place on their library shelves, and that the pupils must be taught true methods of historical investigation and so form their own historic judgments.

The old life of the South was in a measure isolated, and the Southern writings of history have been few and not widely read. It is right for the South to come forward saying, "We also have a place in the jury that shall make up the world's verdict of history in regard to our past."

It is a natural feeling that prompts a people to cherish its own antecedents, Bishop Haygood of Georgia, whose great work for the colored race has made his name honored throughout the North, in his eulogy at the Memorial services of Jefferson Davis, said, "Those of the North who want from the South a confession of wrong want what will never be granted." It is the undoubted right and duty of the South, while accepting frankly truths which their fathers failed to see, to yet heap honor upon their fathers for the virtues which were really theirs, and to deny that stains of ignominy should rest upon their memory. Every candid mind must sympathize with the feeling of the saintly minister, himself a Confederate soldier, who said, "I took the guardianship of the little child of my friend who was killed in battle, and I said, 'It is my duty to this child to teach him to love and reverence the name of that father whom he never knew, but who laid down his life in a heroic spirit of self-sacrifice.'"

It is well that local history should be taught in schools. In Southern schools, state history has been taught, sometimes at the expense of more important National history. It may be that in most Northern schools state history and local history have received too little attention. At the recent meeting of the New York State Teachers' Association a paper was read urging the introduction of state history into the schools of New York. The history of a state cannot be studied without reference to the nation, nor can national history be truly seen except in its relation to universal

history. A Southern teacher of experience told me that she had always found it hard to teach the required South Carolina history, because the pupils knew so little of national history that most of the events since the Revolution seemed isolated and meaningless. Yet each state has a history which is worthy of study, and the cultivation of some state pride need not lessen national loyalty. Feelings akin to patriotism are awakened by a knowledge of the history of family and town and state, as well as by national history. For the larger love does not exclude the closer associations, but the strengthening of local ties may be made the means of strengthening also the love of one's larger country.

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No man is born into the world, whose work  
Is not born with him; there is always work,  
And tools to work withal, for those who will;  
And blessed are the horny hands of toil!  
The busy world shoves angrily aside  
The man who stands with arms akimbo set,  
Until occasion tells him what to do;  
And he who waits to have his task marked out  
Shall die and leave his errand unfulfilled.

*James Russell Lowell.*

---

#### EDUCATION PAST AND PRESENT IN THE COUNTRY TOWNS.

NORTHAMPTON, MASS., OCT. 31, 1891.

*Mr. Editor:*

To your readers, attending one of the best Normal schools in the country, nothing new in educational theories and practices worthy of attention can be presented from the outfield. Regarding existing conditions and future prospects in western Mass. you may be interested.

You have heard of the old-time district school. It has been the subject of laudation and adverse criticism. In the country towns it still exists in form, though greatly changed by circumstances and reduced in size and importance because of the exodus of the people to the large towns and cities. The past and present of this institution, one of the corner stones of our educational system and republican institutions, are worthy of your consideration.

Formerly the towns were divided into districts convenient in number and size for the accommodation of the people. Fuel was furnished and



teachers were employed by a local committee. In the more primitive days the teacher boarded around to save expense. This itinerancy had advantages as well as disadvantages. Teachers and parents became acquainted, as unfortunately they do not at the present time. Knowledge of home conditions enabled the teacher to better understand the possibilities and needs of each pupil, while acquaintance with the teacher secured friendly support in his school work from the parents. The course of study for the schools was merely the traditional procedure, but a little exceeding the "Three R's," yet meeting the demands of the times.

Education was an unknown science and teaching an undeveloped art, so far as formulated principles and methods are concerned as we have them today; but there were many excellent teachers, and large educational results were secured. We regard observation, thought, and expression as the threefold order of development. In the former days children were not directly taught to observe objects to any great extent, but their surroundings called into exercise the power of observation.

Thinking was stimulated by the conditions of life that forced the children to plan for themselves. The hard study of the English classics as a preparation for parsing, and the wrestling with knotty problems in arithmetic developed thought power, though little practical knowledge was gained by the effort.

The teacher's time for instruction was very limited when the school was large and the classes were numerous; hence the pupils had more leisure to think for themselves, sometimes of mischief. In those days there was very little teaching adapted to the powers and needs of young children. Until they could study for themselves they learned but little.

In these times there is often too much teaching or telling, a tendency to do and think for the child. "Prepared food for infants" is not confined to the grocery store.

In the district school of the past was found from twenty-five to sixty pupils between the ages of four and twenty-one years. Now there are from ten to twenty pupils between the ages of five and fifteen years, with occasionally a few sixteen

years old. This falling off in attendance and age means a loss in interest and power. A very small school is not an interesting place to children or teachers. The maturity of mind that comes between the ages of sixteen and twenty-one years is a powerful factor in determining educational results.

The teachers were generally older than those employed at present in many of the rural schools, and I am inclined to believe that the average scholarship was higher in proportion to the demands of the times than now. Pupils of both sexes had to perform manual labor while attending school and during vacations, thus acquiring habits of industry. It is no wonder that from many district schools have come men and women of power.

Still the schools of the past were deficient in many respects, and improved plans and methods are now needed.

What is the status of the modern rural school in its lowest estate? It is too small to be interesting or profitable. Courses of study and classification of pupils are not common. Many of the teachers are young and untrained—the teaching force is changed so frequently that progress is hindered.

Some encouraging signs.

In many towns the schools have been diminished in number, thus increasing the size.

There is a marked improvement in school-houses, furnishings, and appliances for work.

Through better superintendence improved methods of teaching are being adopted.

The people are becoming more interested in their schools.

Has the Normal graduate a duty and a privilege in connection with this work? Part of the tax which the people pay for the erection of your beautiful building and for the running expenses of the school comes from the rural towns. You owe these people something for your Normal training.

The country towns must be depended upon more in the future than in the past to counteract the baneful influences in the cities. The best educational influences are needed where they will do the most good. The opportunities for testing and developing your ability to govern and to



teach exist in the country as they do not in the city and large town. The teacher has more freedom in determining for herself methods of management and instruction.

Responsibility and necessity develop power as nothing else can. The teacher who wins for himself success in a country school proves his worth beyond question, he will be called to more remunerative positions and there succeed. Many of the rural schools are now under improved superintendence, hence the teacher may feel confident of aid, support, and appreciation.

You should know the conditions of rural life, and the habits of the country people. It is worth something to be close to the heart of nature for a season and to associate with people whose manner of living is simple and healthy.

May I suggest some principles and methods that will be of value to you when you come among the hills?

Your study of the laws of the mind; its natural development through the period of childhood; the proper arrangement of study and the right presentation of topics is eminently wise. When you enter upon your duties as teacher in the country school consider carefully the conditions that you find and wisely adapt your methods to meet them.

*Seek for the essentials.* You will not be able to teach much of many things, but teach a few things well according to the abilities and opportunities of your pupils.

I hope some of you will come to the hill towns of Western Mass. for a season. No large pecuniary remuneration can we offer, but there are great opportunities for work that will be good for you and for the children.

The people will give you a royal welcome.

Yours truly,

G. T. FLETCHER.

#### HOW TO STUDY A MODERN LANGUAGE.

BY F. H. KIRMAVER.

THERE are many ways proposed. Some advocate the study of Grammar with all its rules and exceptions. This is the Grammar method, the unreasonableness of which is clear to all who reflect that Grammar, which deals with

the principles of the language, cannot help in learning a language which is as yet wholly unknown. Others say, you must speak to the learner only in the language he is to study. This is the so-called natural method. This method also has its faults in this, that it very often tries to teach the unknown through the unknown. Others pursue a course including both Grammar and conversation in various proportions.

Without going into details in regard to these various methods, we may succeed in finding a rational way, if we examine how the child learns his mother tongue.

The child does not usually speak before he is one year old; and when he begins to speak, he speaks short, simple, easy words, and many times very imperfectly. It takes him about two years to speak short sentences intelligibly. What did the child do during the first year, when he was, so to say, mute? He learned the first stage of his mother tongue. He learned to understand what was said to him or in his presence. This taking notice and *understanding* begins quite early. After a long interval, having heard the spoken language for a year or more, he begins to speak, as we mentioned above. *Speaking* then is the second stage. By and by, when the child becomes five or six years old, he goes to school and learns to read and write. *Reading* and *writing* are the third and fourth stages in the acquisition of his mother tongue.

This is the natural way of learning a language. This is the way, in which children up to a certain age will readily learn a second language, if they have instruction for only one hour a day. This is also the way and the only way, in which an illiterate person, that is one that cannot read, will have to learn another language, but it will take a long time.

A person who can read should follow a different way. We have seen that the child listens for a year, hears expressions spoken again and again, gets their meaning often by gestures which accompany these expressions, and fixes them by this constant repetition. Should the child, however, even if he can speak a few words, hear a word but once or but a few times, and forget it, how shall he proceed, if he wishes to make use of it? He must wait till he hears it again or till the



object, if it represents one, comes again before him, so as to enable him to point at it and get the word. The adult, who can read, has a better way. He can look into a dictionary or other book, if he has need of an expression or has forgotten one. He learns to *read* first, and if he does not desire to learn to understand the spoken language and speak it, needs no teacher. He can teach himself; and the more time he gives to the study the more rapidly will he learn the language. By studying two hours a day for three months he should be able to read with ease any modern language of the Teutonic and Romanic divisions. It takes more time for languages like the Russian, Irish, Hebrew, etc.

In learning to read, the manner of proceeding should be as follows. If the alphabet is different from that of the student's own language, as it is in German, Swedish, Russian, etc., he first learns the letters of the alphabet, so as to know their equivalents in English—we suppose that the learner's mother tongue is English—then he takes a systematic conversation book, like *Montanto* and *Langellier* for French, *DeTornos* for Spanish, etc., which have a perfect key for all exercises and conversations; he studies all vocabularies and exercises diligently, until he knows with absolute certainty what every word, phrase, or sentence means; he reviews constantly what he has studied, before he begins something new. Inflections are carefully mastered as they are needed. He will soon be able to read short easy stories. These story books must also have a literal translation on the opposite page. He will not need to read many books in this way, before he can read any ordinary work in the language he is studying.

In this way the writer of this paper learned several languages in a short time.

To learn to understand the printed page, no teacher is needed. Neither is a teacher needed for learning to write another language. But if a person wishes to understand spoken language and speak it, he must have a teacher and this teacher must have a correct pronunciation. (Of this in another number.)

---

—The engagement of Mr. F. E. Hobart and Miss Susan Hall of Peabody is announced.

#### THE PETRIFIED FERN.

In a valley, centuries ago,  
Grew a little fern-leaf, green and slender,  
Veining delicate and fibres tender;  
Waving when the wind crept down so low,  
Rushes tall, and moss, and grass grew round it,  
Playful sunbeams darted in and found it,  
Drops of dew stole in by night, and crowned it,  
But no foot of man e'er trod that way;  
Earth was young, and keeping holiday.

Monster fishes swam the silent main,  
Stately forests waved their giant branches,  
Mountains hurled their snowy avalanches,  
Mammoth creatures stalked across the plain;  
Nature revelled in grand mysteries,  
But the little fern was not of these,  
Did not number with the hills and trees;  
Only grew and waved its wild sweet way,  
None ever came to note it day by day.

Earth one time put on a frolic mood,  
Heaved the rocks and changed the mighty motion  
Of the deep, strong currents of the ocean;  
Moved the plain and shook the haughty wood,  
Crushed the little fern in soft moist clay,—  
Covered it, and hid it safe away.  
O the long, long centuries since that day!  
O the agony! O life's bitter cost,  
Since that useless little fern was lost!

Useless? Lost? There came a thoughtful man  
Searching Nature's secrets, far and deep;  
From a fissure in a rocky steep  
He withdrew a stone, o'er it there ran  
Fairy pencilings, a quaint design,  
Veinings, leafage, fibres clear and fine,  
And the fern's life lay in every line!  
So, I think, God bides some souls away,  
Sweetly to surprise us, the last day.

Anon.

#### A RAMBLE AMONG MY BOOKS.

THREE or four little books that show many traces of soiled fingers are lying upon my table. They are dearly associated with those happy, careless days of my infancy.

When these books first came into my possession, they were not new, but were some my brother had owned. He had bought them with pennies that had been given him, and the fact that he chose to purchase books instead of candy was often told me, for the purpose, I suppose, of leading me to make the same sacrifice when pennies were given me to spend.



The fact that these books had been bought at such a great sacrifice of my brother's appetite for sweetmeats, greatly enhanced their value, although they were somewhat worn when I became the joyful owner of them.

I remember that as the stories were read to me I thought them the most wonderful productions, and although my opinion regarding them has somewhat changed, yet they shall ever hold a place among my books as revered survivors of my early days.

There seems to be a wide hiatus, just here, for on my shelves are no traces of books of my school-days, save here and there a dilapidated arithmetic or geography. I cannot forbear lingering over them just a moment. Ah, if these worn pages did but possess the phonographic power of preserving and repeating what they had heard; how many a sad tale they could tell of schoolday griefs, how many a deep sigh they would send forth! It seems now as though I could hear a voice rapidly and unintelligibly repeating, "To divide one fraction by another invert the divisor and proceed as in multiplication. Whole and mixed numbers must first be reduced to improper fractions;" and another slowly and perplexingly saying, "The Equator is an imaginary line passing around the middle of the earth from east to west." "The Axis of the earth is the line running through the earth, north and south, on which it turns."

But now again the curtain is lifted on another era of the past. I am admitted to the full splendor of literary life. Among the many authors that I become acquainted with, I wish to make brief mention of a few only. Of our own American writers, I will speak of Whittier and Holmes.

Who has not found the beauty and simplicity of our old New England life greatly enhanced by reading "Snow Bound?" We are glad to get a glimpse at the cheerful hearthstone, and feel the elevating influence of that family circle. There springs up in our hearts a new love for our sturdy ancestors.

One may sit down by the fire, tired and worn with the discouragements of the day, but upon reading snatches from Whittier will arise with renewed vigor. A book that can thus break up the monotony of life is an invaluable aid.

In our sad moods, we have the witty but somewhat satirical Holmes to cheer us. His books are full of surprises, and we never tire of his ready wit and humor.

On another shelf, a few of our British authors find a place. With Milton is associated all the struggles of the Puritan Age. Could anything better show the ardent longing of the English people for pure living and pure thinking than Comus—that greatest panegyric on virtue in the English language?

Listen to the earnest exhortation of the spirit as he leaves us,

"Mortals that would follow me,  
Love virtue; she alone is free.  
She can teach ye how to climb  
Higher than the spherie chime;  
Or, if virtue feeble were,  
Heaven itself would stoop to her."

No one can read it and remain unmoved. The soul rises to a noble height where it can remain only for a short time, but one is better for having made that temporary advance; and so surely as one persists in reading pure thoughts, he will cherish such thoughts and so become permanently raised to a high standard of living.

There is an indescribable charm in reading Burns who has made poetry of the simple Scotch life; who pities the "Wee, sleekit, cow'rin, tim'rous beastie" that has been so suddenly upturned from its snug home; and who laments the fate of the mountain daisy.

In so limited a space it would be impossible to mention other authors. Enough has been given to show the pleasure that can be derived from a library of good books.

Just as one may visit alone some quiet nook, some green meadow, some shady grove, to forget for a time the busy world, its cares and sorrows; just so one may enter his library, close the door, and turn to some favorite author to forget the jar and din outside.

Beecher says, "A library is not a luxury, but one of the necessities of life." At first thought, this might seem preposterous, but think of the grand opportunities we have to study man, to watch the growth of his inner life, in biographical records. Our views of human life are broadened, and our sympathies are widened in their range. Again, in history we learn of those great princi-



ples which helped to form our own grand government. We become acquainted with the past, and are thus better able to judge the future. Not only in history and biography, but in all good literature we shall find if we look carefully, certain necessary elements of life.

Then it is the duty of every parent to surround his child with good books, and have a wise oversight over his reading. The child that is brought up in the presence of books learns to feel their influence

" \* \* \* \* and books we know

Are a substantial world, both pure and good;  
Round these, with tendrils strong as flesh and blood,  
Our pastime and our happiness will grow."

M. E. W.

#### GEOLOGY TRIPS.

THE geology class have taken a number of trips out of town this term including Abington, Easton, and Quincy. These places were selected because they furnished phenomena which could not be illustrated in the class laboratory otherwise than by pictures and drawings. All these places are on the border of basins of different formations, and thus show the relation of rocks of different geological periods, a relation which students never can understand apart from field work. Abington is on the north-eastern border of the Narragansett basin of rocks known as the "carboniferous" formation of sandstone and slate. The special features observed were, the stratification and dip of masses of slate; the glacial grooves and marking on a large scale; the metamorphism of an older slate by the eruption of the granite through it; the peculiar characteristics of an eruptive mass; formation and character of veins in the granite; dikes cutting the granite; faults as affecting the configuration of the country; the passing from one formation to another and relation to the topography of the the surrounding country.

At Easton similar phenomena were observed at the north-western border of the same basin, and features traced which were common to such a border. Many minor differences in the transition from sedimentary to eruptive rocks were noticed. All the features were on a larger scale than at Abington, also a few new ones were noted, such

as slickensides, brecciated flow structure, cross bedding in slate, more complete crystallization of certain minerals of which some excellent specimens were obtained. At North Easton the trip was varied by visits to the fine public buildings, and to the beautiful conservatories of the Ames estate.

The trip to Quincy is a standard one for all geology classes, illustrating the transition from the "Boston Basin" of sedimentary rocks to the Quincy granite, and it served to fix the corresponding phenomena of the previous trips. It gave opportunity for more careful study of dikes and eruptive masses, illustrated jointing and concentric cracks as aids to quarrying, furnished some fine specimens of mineral veins and modification of rocks on the face of slickensides. All the steps in quarrying were noticed and a large blast furnished opportunity for our benefit, and from the top of the hills the geological configuration was especially noticed, as well as the many drumlines of the basin and harbor. A fitting climax for this day was the victory of our boys in the football game with the Adams Academy team, showing the mutual relation of geology and athletics.

These details are mentioned to indicate the fruitfulness of a few well-planned trips to adjoining towns, for they have furnished the class with observed data for all the structural work in geology and made the use of drawings and reading in the classroom profitable. All the trips have been full of enjoyment and some of the jolly incidents will not soon be forgotten by the class. The "Kame" trips in Bridgewater furnished the facts of drift structure needed to understand the detailed geology of our own town, but these are so full of incident, both dry and moist, that they need a special historian and artist. A. C. BOYDEN.

#### FOOTBALL.

TAUNTON, 6.

NORMALS, 5.

OUR eleven played the Taunton Football Club on the Fair Grounds, Saturday, Nov. 21. The Tauntons put the ball in play by the V but gained little by it. The heavy rush-line and several good runs brought the ball to our 25-yard line. Southworth made a fair catch of a punt



but unfortunately started to run, and was pushed over the line and forced to make a safety touchdown by two of the Tauntons. During the remainder of the half neither side obtained any decided advantage. On the opening of the second, the Normals steadily advanced towards the Taunton's goal; and when Harriman kicked a goal from the field and put us in the lead, the enthusiasm of the school seemed to know no bounds.

After this our opponents, greatly aided by their referee, as it may well be said, fought their way towards our goal, and by the rebounding of a low punt of Harriman secured a touchdown. The try for goal, however, proved unsuccessful. Again the Tauntons forced us down the field till within a few yards of our goal line, but were unable to get over it. On the fourth down, the ball was given to us and Harriman punted. Carpenter failed to make a fair catch, and the ball was downed by Paul. The referee refused to give us the ball, and rather than to submit to such an outrageous decision that took away our last chance of scoring, left the field. That gentleman deliberately robbed us of the game, repeatedly giving the ball to our opponents when it was ours by good rights.

The tactics of the visitors were hardly creditable to them, and it is exceedingly doubtful if we ever play that club again. The game was intensely interesting and the eleven deserve great credit for their plucky work in holding the Tauntons down to six points. In view of the circumstances, the game cannot be considered anything but a victory. The tackling of the Normals was excellent, and the blocking and rushing of Taunton was also good. The players:

NORMALS.	POSITIONS.	TAUNTONS.
Paul .....	Left end.....	Maconber
Gardner.....	Left tackle.....	T. Smith
Gormley.....	Left guard.....	Washburn
King.....	Centre.....	M. Smith
McGrath.....	Right guard.....	Chace
Fallon.....	Right tackle.....	Henry
Eldredge.....	Right end.....	Bain
Cholerton.....	Quarter-back.....	Carpenter
Fitzpatrick (capt.) ...	Half-backs {	Stone
Harriman.....		
Southworth.....	Full-back.....	(capt.) Derby

Score—Tauntons 6, Normals 5. Touchdown—Derby.  
Safety touchdown—Southworth. Goal from field—Harriman. Referee—Mr. Knight of Taunton. Umpire—Mr. Packard.

NORMALS, 12. BROCKTON HIGH SCHOOL, 0.

THE Brockton High greatly strengthened, played their second game here Saturday, Dec. 5 and were again beaten. Harriman ran out of the V on the first rush, and succeeded in making a touchdown, from which he kicked a goal. Shortly another touchdown was obtained by good rushing and punting and the trial for goal was also successful. It looked like an easy victory for the Normals, but during the remainder of the half, Brockton was the stronger. The second half was closely contested, Brockton gaining by their effective wedge only to lose by our punting. During the last few minutes they came near scoring, but a touchback by Southworth put that out of the question. Their rushline was heavy especially in the centre, but was well held by the Normals. The work of the centre of our rushline, our tackling, and the punting and rushing of Harriman were the noteworthy features of the game. The players:

NORMALS.	POSITIONS.	BROCKTON HIGH.
Paul.....	Left end.....	Bowlin
Hersey.....	Left tackle.....	E. Powers
Gardner.....	Left guard.....	Smith
King.....	Centre.....	Cobb
McGrath.....	Right guard.....	Hewitt
Fallon.....	Right tackle.....	J. Powers
Eldredge.....	Right end.....	Howard
Cholerton.....	Quarter-back.....	Jones
Fitzpatrick (capt.) ...	Half-backs {	Clifford
Harriman.....		
Southworth.....	Full-back.....	(capt.) Gates

Score—Normals 12, Brockton High 0. Touchdowns—Harriman 2. Goals from touchdown—Harriman 2. Umpire—Mr. Price of Brockton. Referee—Mr. H. S. Packard.

#### ELECTION OF OFFICERS.

AT the meeting of the Lyceum, Dec. 11, the following persons were elected as the officers for the ensuing term: President, S. B. B. Paul; Vice President, L. R. Allen; Secretary, Miss Angie Sayles; Treasurer, G. H. Smart; Prudential Committee, A. P. Keith, Miss M. E. Chandler, Miss E. F. Alger; Ushers, H. Cholerton, W. R. Bowen. NORMAL OFFERING: Editor-in-Chief, Charles R. Copeland; Assistant Editors, Misses G. E. Nickerson, F. E. Billings, A. E. Gorman; General Assistant, R. P. Ireland; Business Manager, E. E. Soule; Assistant Business Manager, W. E. Riley.



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## SHORT LIFE OF BEER-DRINKERS.

PROFESSOR BOLLINGER of Munich some time ago called attention to the extraordinary increase in the number of deaths from heart disease. Mr. Sendtner investigated the matter, using as his source of information the death registers of the last thirty years kept by the police office in Munich, with the following result. While the mortality of the total population of Munich reaches its maximum among men between 50 and 70 years, among women between 70 and 80 years, it is among saloon-keepers between 40 and 50, among beer-brewers between 30 and 40 and among waitresses in beer-saloons between 20 and 30 years of age.

## PERSONALS.

—Miss F. J. White is teaching in Lancaster.

—Miss N. G. Chase is teaching in Westport, Mass.

—'91. Miss Sarah Moran is in Scotland, Conn.

—'91. Mr. Luther Hatch has been sick at his home in Marshfield.

—Miss F. E. Lyman was obliged to leave school because of sickness.

—'91. Miss Grace Ford is teaching in the Everett School of Norwood, Mass.

—'91. Miss Hattie E. Dailey is teaching in the Slade School, Fall River, Mass.

—MARRIED. In Middleboro', Dec. 16, Miss Lizzie Tobey and Mr. Charles Leonard.

—Miss Marion Pierce and Miss Ida Fletcher did not return to school after the Thanksgiving recess.

—'90. Miss Mearie B. Daniels has been confirmed as teacher in the Morse school, Cambridgeport, Mass.

—'91. Mr. J. L. Riley has taken the position left vacant by the resignation of Miss Stella Sprague in the Prospect School, Bridgewater.

—'89. Miss Florence McGlashan is teaching in the fifth grade in the Harvard School, Cambridgeport.

—'89. Miss Stella Sprague has accepted the position in Brockton, vacated by Miss Florence McGlashan.

—MARRIED. Nov. 26. Mr. Albert Candlin and Miss Alice Pollard, at the bride's home, in Southington.

—Mr. John T. Prince was with us one day this month and gave a short talk on the public schools of Germany.

—'90. Miss E. A. French has been obliged to give up teaching on account of ill health and is at her home in Waltham.

—Mr. C. O. Padelford has decided to be a druggist rather than a teacher, and is at present with O. B. Cole of Bridgewater.

—'91. Mr. F. A. Parsons has resigned his position in Cambridgeport to accept a position as master of a grammar school in Everett.

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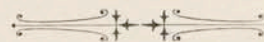
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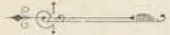

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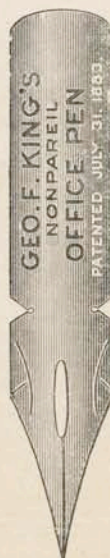
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